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ABSTRACT

The field of Spanish language instruction for bilingual Chicanos has been an area of pedagogical neglect within most college and university language departments. In the past, teachers wishing to implement a significant modification in their approach and methodology found the task virtually impossible because of a scarcity of commercially prepared materials. The recent appearance of several titles on the commercial market indicates that this trend of neglect may be drawing to a close. This paper reviews eight of these works which represent a cross section of the pedagogical approaches as well as a large portion of the currently available Spanish language textbooks for the Spanish speaker. The literature reviewed includes books by Paulline Baker, Marie Esman Barker, Fidel de Leon, Rosa Kestelman, Susan Maiztegui, Lequerica de la Vega, Sara and Carmen Salazar Parr, Guadalupe C. Quintanilla, James B. Silman, Guadalupe Valdes Fallis and Richard V. Teschner. For each of the books there is a description and analysis of the contents. (Author/AMH)

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William M. Clarkson

Spanish Language Materials for the Spanish Speaker: An Overview of the State of the Art

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The English-teaching profession has for some time recognized the need to distinguish between teaching English to native speakers and teaching English to non-native speakers. Implicit in this distinction is the recognition that methodologies, teacher training programs and materials required for the success of one group are generally not applicable for the success of the other. Consequently, ESL programs exist independently, and with no conflict of interest, from English language programs for native speakers. Unfortunately, Spanish teachers have not followed the example of their English teaching colleagues. In general, Spanish language programs do not differentiate in an effective manner between the teaching of Spanish to native speakers and the teaching of Spanish to non-native speakers.

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With the exception of isolated efforts of individual instructors, the field of Spanish language instruction for bilingual Chicanos continues to be an area of pedagogical neglect within most college and university language departments. Moreover, the relatively few existing programs designed to provide specialized instruction for the bilingual student reveal that the profession perceives its charge with confusion and differing philosophical opinions. "Certain groups within the profession speak of teaching standard Spanish as a second dialect, others speak of teaching the

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language as a native language, while still others are involved in studying the possibility of adapting existing textbooks for this specialized instruction . . . To one group of instructors, teaching Spanish to the Spanish-speaking means simply separating native and non-native speakers, while to others, it means engaging in a remedial type of activity with native speakers while non-native students are involved in true learning activities."[1]

In the past, teachers wishing to implement a significant modification in their approach and methodology found the task virtually impossible because of a scarcity of commercially prepared materials. The recent appearance of several titles on the commercial market indicates that this trend of neglect may be drawing to a welcome end. In what follows I review eight of these works which represent a cross section of the pedagogical approaches as well as a large portion of the currently available Spanish language textbooks for the Spanish speaker.

Baker, Paulline. Español para los hispanos: A Guide to Standard Spanish for Native Speakers. Skokie, Illinois: National Textbook Company, 1977.

This handy little manual is the oldest and best known work of its kind. Its widespread acceptance for over a decade now attests to the book's popularity and success in the classroom. The text is written in Spanish and comes without a companion laboratory tape program or reading selections. The author considers her nine-chapter manual a "texto auxiliar

cuyo fin preciso es ayudar a los alumnos hispanos a hablar y escribir en español universal y a enriquecer su vocabulario."

Chapter I, "Pronunciación y Ortografía," emphasizes such common spelling difficulties as the confusion between b-v, c-s, ll-y, gue-ge, etc. The "Ejercicios Prácticos" test the student's mastery of these familiar orthographic pitfalls. The section on the use of the written accent follows closely traditional presentations of this material in Spanish textbooks for English speakers. Chapter II introduces nuances of Spanish punctuation and provides exercises for the student to make the necessary changes in a series of unpunctuated sentences.

Chapters III and IV, "Variaciones dialectales" and "Problemas gramaticales," represent one of the earliest attempts to develop non-traditional Spanish language materials for the Spanish speaker by formally incorporating the student's dialect into the learning process. In these two lessons, the author endeavors to teach standard Spanish by comparing and contrasting it with its Southwest variant. "Variaciones dialectales" contains the following subsections and examples: A. "Arcaismos" (mesmo/mismo, delantar/delantal, emprestar/prestar, trujo/trajo, etc.), B. "Anglicismos" (bonche/manojo, inspectar/inspeccionar, puchar/empujar, taipiar/escribir a máquina, etc.), C. "Palabras confundidas" (Palabra confundida averiguar, correr, librería, etc. Significado verdadero to find out, to run, bookstore, etc.

Significado confundida to argue, to dismiss, library, etc. Palabra verdadera discutir, despedir, biblioteca, etc.), D. "Letras omitidas" (anio/anillo, cencia/ciencia, hogar/ahogar, vitoria/victoria, etc.), E. "Letras añadidas" (afigurarse/figurarse, leyer/leer, trotar/trotiar, etc.), F. "Letras intercambiadas" pader/pared, suidad/ciudad, redetir/derretir, etc.), G. Problemas con f, h y j (ajuera/afuera, jondo/hondo, juerte/fuerte, etc.), H. "Otras variaciones dialectales" (atender/asistir, marqueta/mercado, nublina/neblina, etc.), and I. "El habla de los jóvenes" (agüitarse/ponerse triste, huisa/novia, jura/policía, etc.). "Problemas gramaticales" consists almost entirely of a comparison of the standard Spanish verb system and its Southwest variants (vivimos/vivemos, hablemos/háblemos, comprábamos/comprábanos, comiste/comistes, etc. Both of these imaginative chapters contain a variety of exercises in which the student either chooses the correct form (Naidien, Naidie, Nadien, Nadie quiere volver a casa) or supplies it on his own (El sábado tú _____ (decir) que te ibas a ir).

The remaining chapters are possibly less notable and less inventive than Chapters III and IV but are nonetheless helpful in teaching Spanish to bilinguals. The purpose of Chapter V, "Correspondencia," is to acquaint the student with "unas palabras y expresiones fundamentales que pueda emplear el alumno para escribir cartas sociales y de vez en cuando

una carta comercial" (p. 75). Lesson VI, "Organización de un club," presents the necessary vocabulary for conducting formal meetings (El acta queda aprobada, pedir la palabra, etc.). Chapter VI, "Enriquecimiento de vocabulario" is a listing of common words in Spanish and in English whose Spanish form may not always be familiar to the student. Chapter VIII presents "Sugestiones para temas de composiciones" (Mi primer día de clase, Un día de campo, etc.) and "Reportaje de libro." The manual's final chapter, "Juegos," "comprende una serie de juegos que pueden aprovecharse para entretenerse de vez en cuando en la clase . . . " (110). Teschner's appraisal of Español para los hispanos as a "largely error free work" explains its persistent appeal to those who seek to offer their Spanish speaking students a practical alternative or supplement to the inadequate traditional Spanish textbooks for speakers of English.

Barker, Marie Esman. Español para el bilingüe: A Reading/Writing/Speaking Text. Skokie, Illinois: National Textbook Company, 1977.

The material in each of the twenty chapters is rather evenly divided between the reading selections, "Lecturas A" and "B," and the grammar section, "Estudio de la lengua." The text is in Spanish. Regrettably absent from this otherwise thorough textbook are a subject index, a laboratory tape program and a concluding Spanish-English or Spanish-Spanish vocabulary section. "Capítulo 21," the book's

final chapter, consists of twelve Spanish and Spanish American poems without the usual grammar presentation.

The "Lecturas" are comprised of short stories, poems and essays. They cover a remarkably wide range of subjects including mathematics, history, science, geography, philosophy, sports, language, computers, hispanic customs and literature. The serious student will not only substantially increase his vocabulary but will enrich his intellectual and cultural awareness as well. Marginal notes in Spanish are provided for words the student is presumed not to know. However, many lexical items (he aquí p. 12, agüero p. 124, hazaña p. 106, praderas p. 250, etc.) which seemingly might also be unfamiliar, pass without any textual explanation. A comprehensive vocabulary at the end of the book would reduce the likelihood of these terms becoming potential stumbling blocks. The exercises or "Actividades" present a variety of formats: content questions, library assignments, oral definitions of vocabulary, fill-in-the-blank exercises, discussion questions, completion drills, map exercises, etc. The "Lecturas" will undoubtedly capture the imagination of the highly motivated students and consequently achieve their intended objective with this group. Unfortunately, student motivation is not always a sine qua non of the classroom situation. Barker's reading selections may in fact prove too sophisticated in form as well as in content for many beginning students. Of course each teacher should judge the

accuracy of this assessment in light of the linguistic proficiency and general background of his or her own students.

The "Estudio de la lengua" lessons represent a thorough account of the fundamentals of Spanish grammar at the elementary level. These lessons are both traditional and non-traditional in their approach. Non-traditional material is usually heralded by the subtitle: "se dice"/ "no se dice." For example, "Capítulo Uno" contains the following notice: se dice "allí está," "ciudad," "para mí," etc., but no se dice "ay ta," "suidad," "pa mí," etc. Throughout the text, Barker's non-traditional approach of comparing and contrasting standard forms with regional variants is clearly an expanded version of the same material in the Baker manual. On the other hand, the presentation of many grammar features including "El acento" (20-23), "El artículo el y su apócope" (54), "El lugar de los complementos en relación al verbo" (91), etc. is essentially traditional. Grammar exercises include written and oral substitution drills, repetition of complete sentences, English to Spanish translations, selection of the standard forms of the word and punctuation exercises. Español para el bilingüe is a complete textbook and could be used successfully in a two-semester college program. It deserves the careful attention of anyone who is considering the possibility of adopting alternative, non-traditional materials.

de León, Fidel. El español del suroeste y el español standard. Manchaca, Texas: Sterling Swift Publishing Co., 1976.

_____. Español: Material para el hispano. Manchaca, Texas: Sterling Swift Publishing Co., 1978.

Although the author does not insist the two works form a set, the first should prove useful as an introductory manual for the more intensive Material text. The target group of each is the native speaker of Spanish at the high school or college level. Both books are self paced, modular and individualized in their approach. Each seeks standardization in written Spanish (not in speech) by comparing and contrasting the three dialects of the student, i.e. Southwest Spanish, English and standard Spanish. The written exercises as well as the frequent self evaluation exams present a variety of formats. However, they usually consist of translating individual lexical items, sentences and even paragraphs into standard Spanish from either Southwest Spanish or English. Spanish is used to explain the grammar in Material, and English is used in the shorter manual. Only Material has a laboratory tape program. Neither text contains reading selections or a closing subject index. The student begins his work in each text by taking a preliminary diagnostic exam. These pre-tests examine the student's working knowledge of the material which is presented later in the texts. The following examples are taken from the "morfología" and "ortografía" sections of the diagnostic test in Material.

Yo no escuché lo que ellos _____.

A. dijían B. decían C. dicían

El no _____ llegado todavía.

A. ha B. a C. ah

El español del suroeste "concentrates on vocabulary differences between the Spanish of the Southwest and Standard Spanish" (ii). Of the text's thirteen chapters, eight are traditional in that they present certain grammar items in a manner similar to the typical Spanish textbook for speakers of English. Included in this group are: III. (Cognates: The Sounds of English and Spanish), VI. (Gender of Nouns), VII. (Number of Nouns), VIII. (The Use of "O" and "U"), IX. (The Use of "Y" and "E"), X. (Que and De Meaning "Than"), XI. (The Ordinal Numbers First and Third), and XIII. (The Use of El, El, A El, DE El, Al, Del). The other five chapters as well as the closing section, "Southwest Slang," are non-traditional and present material that is uniquely Chicano, although not necessarily common to the speech of every Spanish speaker of the Southwest. These chapters include: I. (Spanish Words That Have Undergone Alterations), II. (Synonyms), IV. (False Cognates Or Anglicismos), V. (New Words: Neologismos), and XII. ("D" At the End of a Word).

The manual's opening chapter, "Spanish Words That Have Undergone Alterations," consists of a listing of eighty-seven entries in Standard Spanish (aguja, experiencia, hoy, según, escoger, etc.), in Chicano Dialect (abuja, experencia

ahoy, según, descoger, etc.) and in English Translation (needle, experience, today, according to, choose, etc.). The student checks his progress in mastering this material in the self evaluation section at the end of the chapter (Para coser, necesitamos hilo y _____, Mañana yo no puedo ir al cine. Mejor vamos _____, etc.). The presentation of the material throughout this manual proceeds in much the same fashion as chapter one. Regardless of the approach, traditional or non-traditional, the features of Standard Spanish treated in this book tend to be unfamiliar or ambiguous to the bilingual student.

needle

today

Español: Material para el hispano focuses on reading and writing, "skills which the native speaker has difficulty in mastering." The text is divided into four sections: Sonidos (The Sounds of Spanish), El acento ortográfico (The Written Accent), Ortografía (Spelling Rules), and Los tiempos verbales (The Tenses). Each section treats specific features of standard Spanish which present particular difficulty for the bilingual and which are either glossed over or are omitted entirely in the typical Spanish language textbook for monolingual English speakers. These traditional textbooks, for example, customarily give two basic rules for word stress in Spanish and then point out that words whose pronunciation violates these rules require a written accent on the stressed syllable. A few sample words invariably follow the explanations (amigo, papel, lápiz, etc.). Those familiar

with teaching Spanish to bilinguals are painfully aware of the insufficiency of such brief and concise explanations, regardless of their clarity and precision. Exposure to a set of rules on the use of the written accent is simply not an effective teaching technique for native speakers. Sensitive to this fact, professor de León begins Part II (El acento ortográfico) with a series of exercises requiring the identification of the tonic syllable (obispo: o-biiis-po, obis-pooo, ooo-bispo). From these simple drills, the lesson systematically advances to more sophisticated exercises which eventually call for the omission or placement of a written accent on the stressed syllable in accordance with the universal standards of written Spanish. By virtue of this specialized instruction, the bilingual student should enjoy a much greater likelihood of learning how to use the written accent than would normally result from his exposure to this material in a conventional Spanish language textbook. The other sections provide equally innovative and non-traditional approaches to teaching characteristics of standard Spanish which have heretofore nearly always eluded the native speaker in his experience with conventional methodologies. Part IV on the Spanish verb system is especially thorough and extensive. Presentation of this material usually consists of a comparison of the "normativo" (traía, traías, traía, etc.) and the "suroeste" (traiba, traibas, traiba, etc.). In addition, this text

does not confuse the student through the introduction of extraneous material for which the native speaker requires no instruction (i.e. gender agreement of adjectives and nouns, etc.). While one could point to problem areas which "quedaron en el tintero," it seems more appropriate to commend the positive approach of these two texts and recommend their consideration to those who are contemplating the adoption of non-traditional materials for their Spanish classes for Spanish speakers.

Kestelman, Rosa and Susan Maiztegui. Español para el hispanohablante. Los Angeles: Center for Education Resources Development, 1974.

The primary target group of this book is the bilingual teacher and the bilingual teacher aide. The text consists of three chapters: "Estructura del español," "El español escrito" and "Ortografía." The concluding "apéndice" is made up of a traditional paradigm of the Spanish verb system and a brief list of "deceptive cognates." Missing from the text are a subject index, reading selections as well as a companion set of laboratory tapes. The grammar explanations are in Spanish, and a variety of written exercises is interspersed throughout the book.

In their introductory remarks, the authors claim "Estructura del español," the book's longest section, "deals particularly with Spanish grammatical and lexical aspects that may present difficulties to Spanish-English bilingual

students" (ii). Actually, this chapter is a more or less traditional account of Spanish grammar similar to those presented in the typical Spanish textbook for non-native speakers. Such traditional grammar explanations as the differences between ser and estar (p. 7), the identification of the gender of "-ción" and "-sión" nouns (p. 3), the preterit vs. the imperfect (p. 14), etc. are generally unnecessary and possibly confusing in a Spanish book for bilinguals. On the other hand, a potentially valuable lesson on false cognates consisting of nineteen sentences in English (p. 85) is rendered almost totally ineffectual due to the absence of any explanatory material beyond the instructions "Traduzca al español." Only the most ingenious students will ever associate these sentences with the list of "deceptive cognates" at the end of the book. Equally disconcerting is the hodgepodge of lexical items called "Algunos aspectos léxicos de interés." (p. 86). This brief listing contains such disperse entries as "conejillo de Indias" (Guinea pig), "un diente de ajo" (a clove of garlic), and "huellas digitales" (finger-prints). One can only conjecture about the criteria for selecting the items for this section.

In "Español escrito," the student is introduced to formal letter writing, including standard greetings, headings, introductions, farewells, acknowledgements of receipt, etc. The helpful exercises in this section require the student to

compose a variety of letters ranging from formal business letters to teacher-parent notes. Model letters for these exercises are provided in the text.

The "Ortografía" chapter points out the native speaker's principal weaknesses in Spanish orthography (b-v, ce-se, ci-si, ge-je, ll-y, etc.) with concise explanations and examples. Monolingual Spanish speakers likewise struggle with most of the problems of orthography treated in this chapter. Significantly absent from this section are certain orthographic difficulties peculiar to the bilingual which arise from the interference of English (e-i, a-e, h-j, etc.). The discussion of the use of the written accent (pp. 138-143) is traditional in its approach and consequently ineffective in satisfactorily teaching this feature of standard Spanish to the native speaker. It is unclear why the "ortografía" chapter appears near the end and not at the beginning of the text.

The traditional presentation of the Spanish verb system in the "apéndice" does not adequately serve the particular needs of the bilingual student. For example, in presenting the paradigm of the preterit tense, attention is needlessly drawn to the identical first person plural forms (hablamos) of the preterit and present indicatives (p. 149). The second person form of the familiar (hablaste), however, is presented without any reference to the popular hablastes form. Español para el hispanohablante has its merits as well as

its defects. Foremost among the latter is the authors' reluctance to effectively involve the student's dialect in the learning of standard Spanish.

Lequerica de la Vega, Sara and Carmen Salazar Parr. Avanzando: Gramática española y lectura. New York, N.Y., John Wiley and Sons, Inc., 1978.

Implementation of a two-track Spanish program for monolinguals and bilinguals may not be feasible for many college language departments. Non-pedagogical considerations may require that small programs or those with a relatively low percentage of Spanish speakers continue to mix their classes and consequently employ only one set of teaching materials. Avanzando attempts to present a compromise set of materials which, although designed primarily for the monolingual student at the intermediate level, takes into consideration the particular requirements of the bilingual student. While both groups share a common grammar text and readings, they have different workbooks and laboratory tape programs.

The ten grammar lessons of Parte I, presented in Spanish, review the essentials of Spanish grammar. The explanations follow traditional lines (ser and estar, preterit vs. imperfect, por and para, etc.) and consequently suit the monolingual student more than his bilingual classmate. The textbook exercises are short and of several types: substitution, transformation, completion, question-and-answer, and compositions.

A capítulo preliminar on spelling, pronunciation, word stress, the written accent and punctuation precedes the regular grammar lessons.

The well-chosen reading selections of Parte II successfully complement the grammar presentation of the first half of the book. The eight unabridged short stories contained in this section emphasize contemporary Mexican (Nellie Campobello, Juan Rulfo, Octavio Paz, Juan José Arreola), Chicano (Tomás Rivera, Rolando R. Hinojosa-S, Aristeo Brito) and Cuban (Lydia Cabrera) authors. Biographical sketches of the authors, Spanish-English vocabulary lists and various types of exercises accompany the readings. The apéndice which comes after the reading selections includes a paradigm of the Spanish verb system, a Spanish-English vocabulary section, and a grammar index.

Of course the special appeal of Avanzando originates from its two separate workbooks and tape programs. Cuaderno B is designed for the bilingual and "focuses on the learning of key grammatical structures and standard spelling and accentuation" (vi). By omitting a comparison of standard forms with the corresponding variants of the Southwest dialect, the authors jeopardize the long run success of their efforts to teach these "key" grammatical structures. For example, Exercise B. I., Chapter I, in both workbooks deals with the present tense and requires the student to change the inflected form of the verb according to corresponding subject changes.

The changes in Cuaderno A involve several different persons of the verb, but in Cuaderno B, all changes are to the first person plural and with the exception of ser, all are -ir verbs. In the likely event the student has written the dialectal forms (dormemos, salemos, semos, etc.), he can discover his errors in the answer sheet at the end of the workbook. However, he must intuit the nature of his mistakes on his own, because the text does not discuss the distinction between -ir and -er verbs as they relate to standard Spanish and to the student's dialect. Certain spelling exercises in Cuaderno B are non-traditional and should prove helpful in teaching standard orthography. Cuaderno B also provides additional composition exercises and extra readings. Tape Program B "continues with grammar and pronunciation drills, including drills on particular standard sounds, vocabulary items and verb forms, patterns of word accentuation, and sentence intonation patterns" (vii). Although Avanzando is in many instances traditional in its approach, it represents a significant and a positive attempt at trying to deal effectively with the difficult task of teaching Spanish to Spanish speakers and to English speakers in the same classroom.

Quintanilla, Guadalupe C. and James B. Silman. Español: Lo esencial para el bilingüe. Washington, D.C.: University Press of America, 1977.

This text is called "un libro gramatical" and one in which "se presenta gramática convencional de uso común y general

además de enseñanza específicamente seleccionada para el bilingüe de modo que le sea útil para que perfeccione su uso de español" (v). The book was written as an adjunct to the cultural reader El espíritu siempre eterno del Mexico Americano, but it may be used without benefit of the companion text (vi).

The authors emphasize that the presentation of material is "positiva." "Así que el método empleado en este libro es uno de indicar lo correcto sin emplear la técnica de comparaciones con lo incorrecto lo cual se considera mala enseñanza porque la experiencia muestra que referencias a lo incorrecto muchas veces mantienen presente en la mente del estudiante lo que se quiere eliminar" (vi). This "positiva" attitude represents the authors' pedagogical and philosophical notions on language learning and determines in large measure the general pattern of presentation of the subject matter. The result is little more than a traditional Spanish language textbook for monolingual English speakers with the only unique feature being the use of Spanish and not English as the vehicle for introducing the material.

The text consists of a preliminary lesson followed by twenty grammar lessons, a paradigm of the Spanish verb system, a Spanish-English vocabulary section and a modest subject index. Unfortunately, the traditional nature of the text reduces its effectiveness in satisfactorily teaching Spanish to Spanish speakers. For example, in their discussion of

the present indicative, the authors point out that "El subjeto usted emplea la forma de la tercera persona del verbo" (p. 23). While this might be of significance to the monolingual who is learning Spanish, it is never a problem for the bilingual. In fact, drawing attention to this nuance of the Spanish language might confuse the student. On the other hand, in their discussion of the third conjugation or -ir verbs, the authors, true to their pedagogical philosophy, do not mention the common problem of the substandard first person plural forms (venemos, recibemos, escribemos, etc.) which affect the speech of many bilinguals. Just like Spanish texts for monolingual English speakers, this one has a section on the uses of saber and conocer. The difference between the uses of these two verbs frequently perplexes the monolingual student, but generally presents no difficulty for the bilingual. Again, drawing attention to this aspect of the language may result in confusing the student in an area which previously had required no attention or correction.

The book's other shortcomings include the absence of a companion set of laboratory tapes as well as repetition exercises in the text designed to reinforce the learning and retention of the grammar points. The written exercises in general lack imagination and usually require the student to compose original sentences employing specific vocabulary items prescribed by the authors. Also, the use of Spanish for the grammar explanations may cause unnecessary difficulties

for the bilingual student whose dominant language is most likely English. This is particularly true when unfamiliar words are not explained anywhere in the text. It is difficult to imagine an effective Spanish language textbook for bilinguals which so completely ignores the student's native dialect as does the Quintanilla and Silman text. One only wishes that the authors would have followed through on their promise to present "enseñanza específicamente seleccionada para el bilingüe."

Valdés Fallis, Guadalupe and Richard V. Teschner. Español escrito: curso para hispanohablantes bilingües. New York, N.Y.: Charles Scribner's Sons, 1978.

The purpose of this first-course college textbook is twofold: "to acquaint students with Spanish in its written form, and to expand students' overall knowledge of the language" (v.). To achieve these goals, Español escrito "focuses on reading development, orthography, identification of the parts of speech, lexical expansion, and facility in composition" (v). The text is composed of twenty-four lessons and a final section, "Diez unidades fono-ortográficas," which treats common spelling problems. To avoid "culture shock," the authors do not write directions or explanations in Spanish until lesson seven. The book lacks a comprehensive vocabulary unit as well as a laboratory tape program but does contain a subject index.

The first four chapters introduce the student to Spanish

orthography. The corrective exercises in which the student must recognize common mistakes of the neophyte (deiz, juala, neuvo, peinsa, etc.) should prove effective. However, a considerable portion of the material in these initial lessons is tedious and in some instances superfluous. Asking the student, for example, to pronounce a list of words which includes "aquí," "quebrar," "que," "bosque," etc. and warning him "NOT TO PRONOUNCE the u in QUE, QUI" (p. 10) seems completely unnecessary. Surely the authors do not really believe the bilingual student might misspronounce aquí. Lessons V and VI deal with teaching the bilingual how to read in Spanish and include some helpful exercises on "Developing Recognition Skills, Rapid Phrase Reading, Synonym Recognition, Comprehending Definitions and Words, Comprehending Whole Phrases and Recognizing Words in Context.

Chapter VII establishes the pattern for the rest of the book. Reading, writing and grammar sections with their corresponding exercises comprise the basic ingredients of the typical lesson. Several lessons lack either a composition or a reading unit. The discussion of Spanish grammar represents a complete treatment of the subject at the elementary level. Unfortunately, the presentation at times encompasses material which is seemingly excessive. In Lesson VII, for example, the student is presented with a list of sentences and asked to first indicate if they are gramatically correct, and if they are incorrect, the student is requested to correct them. The three sentences below are representative examples:

_____Uds. llegamos siempre tarde a la escuela. _____

_____Acaban José de cruzar la frontera. _____

_____La Josefina no sé nada de inglés._____

If there is a pedagogical defense for this type of exercise in a Spanish textbook for Spanish speakers, it must be based on some form of classroom levity. On the other hand, such exercises as those on the Spanish imperfect which compare el español oficial (caía, traía, podía, etc.) with el español popular (caiba, traiba, pudía, etc.) are very well conceived.

Subjects for the controlled compositions at both the sentence and paragraph levels are topical and stimulating. Sometimes they are based on compositions written by the authors' former students that have been reproduced in the text. The reading selections are graded as to difficulty and cover a variety of subjects. In general, they are short and include newspaper and magazine articles, excerpts from essays and histories, and short stories. Exercises in the composition as well as the reading section are innovative and have been very carefully planned and will undoubtedly benefit the student in improving his reading and writing skills. The text's thorough presentation of Spanish grammar together with the authors' efforts to focus on reading development and on facility in composition represent significant contributions to the field of Spanish language instruction for the bilingual student. Español escrito may be the most complete text presently available.

Notes

[1]Guadalupe Valdés Fallis, "Pedagogical Implications of Teaching Spanish to the Spanish-Speaking in the United States," in Teaching Spanish to the Spanish Speaking: Theory and Practice, eds. Guadalupe Valdés Fallis and Rudolfo García-Moya (San Antonio: Trinity University, 1976), p. 5.